

# End of Year Expectations for Year 1

(Maths, Reading, Writing & Science)

This booklet provides information for parents and carers on the end of year expectations for learners in our school. These expectations are based on the New National Curriculum and the age expected standards for the year group.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your child to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

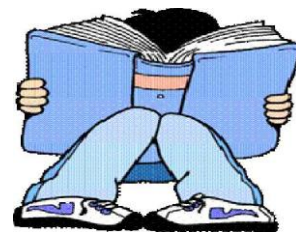
## Maths

- Count to and across 100, forwards and backwards from any number
- Read and write numbers to 20 in digits and words. Read & write numbers to 100 in digits.
- Say 1 more/1 less to 100
- Count in multiples of 1, 2, 5, and 10
- Know number bonds to 10 off by heart
- Use bonds and subtraction facts to 20
- Add and subtract: 1 digit and 2 digit numbers to 20, including zero
- Add any three 1 -digit numbers with a total up to 20
- Solve simple multiplication and division with apparatus and arrays
- Recognise half and quarter of object, shape or quantity
- Sequence events in order
- Use language of day, week, month and year
- Tell the time to the hour and half past
- Measure and record length, mass/weight, capacity and time
- Name 2-D and 3-D shapes including rectangles, squares, circles, triangles, cuboids, cubes, pyramids and spheres.



## Reading

- Secure with set 1, 2 & 3 sounds
  - Reads most red words
  - Relate reading to own experiences.
  - Re-reads if reading does not make sense
  - Re-tell with considerable accuracy
  - Re-read to build up fluency and confidence
  - Read words with contractions (e.g. I'm)
  - Discuss significance of title and events
  - Make predictions on basis of what has been read
  - Make inferences on basis of what is being said and done
  - Reads with pace and expression, i.e. pause at full stop; raise voice for question
  - Knows difference between fiction and non-fiction texts.



Speed Sounds	
Simple Speed Sounds chart one sound - one grapheme	Complex Speed Sounds chart one sound - many graphemes
Speed Sounds Set 1: m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q x n g n k	Speed Sounds Sets 1 and 2 and Speed Sounds Set 3:  ee ea oy oi ay a-e igh i-e ow o-e oo u-e or aw air are ir ur er ou ow ai oa ew ire ear ure tion cious tious
Speed Sounds Set 2: ay ee igh ow oo oo ar or air ir ou oy	

### Red Words

I the you your said was are of want what they to do does all call tall small any  
many anyone

some come watch who where there here were

J

brother other mother father love above two once buy worse walk talk

caught bought thought through wear whole could would should great son

water

## Writing

- Write clearly demarcated sentences
- Use 'and' to join ideas
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Evidence of capital letters, full stops, question marks and exclamation marks
- Capital letters for names and personal pronoun 'I'
- Clearly sequenced sentences (as introduction to paragraphs)
- Correct formation of lower case - neat print
- Correct formation of capital letters.
- Correct formation of digits 0 -9



## Science

### Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees

### Animals, including humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

### Everyday Materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties

### Seasonal Changes

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

